

Year 3/4/5/6	Term:	Subject: PSHE	
Key Vocabulary:	Key Questions: How does this make you feel? How would you describe yourself? What could you do in this situation? How could you prevent this from happening? What is self esteem? What are mental health problems?	Resources Ipads Purple mash	Cross-curricular links: Computing

National Curriculum Objectives:

Essential Skills and Attributes		
Personal Effectiveness	Interpersonal and social effectiveness	Managing risk and decision making
1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Resilience (including self-motivation, perseverance and adaptability) 3. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 4. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 5. Self-organisation (including time management) 6. Strategies for identifying and accessing appropriate help and support 7. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 8. Recalling and applying knowledge creatively and in new situations 9. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)	1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships	1. Identification, assessment and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions

Most children will be able to: say what they should do if they are concerned.	Some children will be able to: discuss the benefits and risks of the internet.	Some children will have developed further and will be able to: think about future scenarios and make decisions about what they would do.	
<p>Progression of Skills (Y3/4)</p> <p>Demonstrate compassion, empathy and tolerance. Understand that they have choices. Identify points of choice. Explore factors which influence choosing. Make more informed choices. Recognise the influences over choice and decisions, both internal and external. Understand where they can get help if something feels uncomfortable or if someone is trying to influence them in a negative way. Demonstrate that they know the process for decision making.</p>		<p>Progression of Skills (Y5/6)</p> <p>Demonstrate respectful interactions with others. Recognise choices and decisions they will have to make in the future. Identify ways of helping and supporting friends under pressure. Recognise peer influence. Understand ways in which peer influence can have positive and negative outcomes. Develop strategies for resisting negative peer influence. Know the process for making a decision. Demonstrate the use of the process.</p>	
Planned Learning Experiences:		Assessment Opportunities and Learning Outcomes:	
Session 1: What is the internet? (benefits and risks)		Children produce a table to show age rating, risks and benefits of social media and games apps	
<p>Learning Objective: I know the internet has many benefits, but I know I need to manage my time on it and adhere to the age rating of social media and computer games. Activity: explore websites, social media apps, and games apps and find out age rating, risks and benefits.</p>			
Session 2: behaviour online		Make appropriate rules to display in the classroom	
<p>Learning Objective: I know how to recognise and display respectful behaviour and I am aware of the legal consequences for sending offensive online communications. Activity: create rules for online behaviour</p>			
Session 3: Bullying and other online scenarios		Act appropriately when engaging in role play	
<p>Learning Objective: I understand that the person I think I am communicating with may not be the person they say they are, and that people can manipulate and persuade me to do things I shouldn't Activity: read different scenarios and role play</p>			

Session 4: Media influences	Talk about how websites and advertisements might influence their own choices and opinions
Learning Objective: I recognise that not everything is true on the internet and that advertisements and websites could influence my choices and opinions. Activity: explore given websites and advertisements	
Session 5	
Learning Objective: Activity:	